



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5810 N. 49th Ave., Glendale, AZ 85301

Alhambra Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Elizabeth Hargrove
Schedule : 07:00 AM to 03:30 PM
Grades : K-3
Web Address : www.alhambra.k12.az.us
Phone Number : (623) 842-3889
Fax Number : (623) 847-7151
E-mail : bhargrove@alhambra.k12.az.us

Mission

The mission of Carol G. Peck Elementary School is to create a positive, supportive and safe learning environment oriented to academic excellence. Education is a shared partnership between staff, parents and the community with students as our first priority. Our high expectations will inspire our students to become lifelong learners and productive members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student reading achievement in Kindergarten through third grade through the Success For All reading program.
- ü To improve language arts and mathematics achievement as measured by state and district assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 746
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Full-day Kindergarten
- Success For All Reading Program
- Language Arts Emphasis
- Math with Manipulatives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The Carol G. Peck staff focuses on providing an environment conducive to learning, communicating with parents, and implementing researched-based academic programs based on the Arizona State Standards.

Parents

Parent responsibilities include ensuring the child attends school daily, providing a home environment that encourages learning, communicating with teachers, encouraging reading at home, and supporting the school in developing positive behaviors.

Transportation Policy

Transportation is authorized for special needs students whose IEP requires transportation, students living within one mile of the school where hazardous routes exist, and students who live more than one mile from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Rodel Exemplary Teacher	2004
• Rodel Exemplary Teacher	2005
• Teacher Excellence in Education Award	2005
• Performing Plus School	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	176	1792	80010	97	100	99	441	439	447	13	13	10	20	21	18	51	53	53	16	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	887	38935	94	99	99	442	439	447	10	12	9	19	21	19	56	54	55	15	13	17
Male	77	901	40974	100	100	98	440	440	448	17	13	11	21	21	18	44	52	52	18	14	19
African American	28	117	4201	100	100	99	443	440	430	11	15	17	25	18	23	46	50	51	18	16	9
Hispanic	107	1406	34545	97	100	99	437	436	432	15	13	14	19	22	24	55	54	53	11	11	9
Asian/Pacific Islander	NC	46	2068	NC	98	99	NC	451	474	NC	9	4	NC	26	10	NC	35	50	NC	30	36
American Indian/Alaskan Native	NC	53	3979	NC	95	96	NC	435	424	NC	8	17	NC	26	30	NC	60	47	NC	6	6
White	29	167	35142	97	98	99	453	463	465	10	9	5	14	13	11	45	46	56	31	32	28
Students with Disabilities	25	212	10161	100	100	93	415	406	419	16	31	28	32	34	28	44	33	36	8	3	8
Students without Disabilities	151	1580	69849	97	100	100	444	443	451	13	10	7	18	19	17	52	56	56	18	15	19
Limited English Proficient Students	48	878	14013	96	99	97	425	422	413	21	18	24	25	28	34	44	49	39	10	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	147	1552	39029	94	98	98	437	437	432	14	13	14	21	22	25	51	54	52	14	11	9
Non-Economically Disadvantaged	29	240	40981	100	100	100	460	456	462	7	13	6	14	14	13	48	47	54	31	27	27

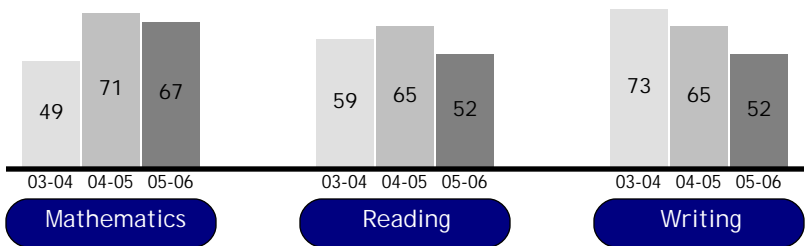
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	176	1792	79438	97	100	98	438	439	451	10	13	9	38	30	24	43	50	56	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	887	38775	94	99	99	442	443	457	6	10	7	38	29	22	45	53	58	10	8	13
Male	77	901	40560	100	100	97	434	436	446	16	16	12	36	31	25	40	47	54	8	7	9
African American	28	117	4178	100	100	98	450	448	439	4	10	13	36	26	29	50	52	52	11	11	6
Hispanic	107	1405	34297	97	100	98	431	435	434	13	14	14	39	31	31	41	49	50	7	6	5
Asian/Pacific Islander	NC	46	2063	NC	98	99	NC	446	475	NC	13	3	NC	28	15	NC	48	63	NC	11	20
American Indian/Alaskan Native	NC	54	3940	NC	96	95	NC	438	429	NC	7	14	NC	39	36	NC	50	47	NC	4	3
White	29	167	34887	97	98	98	452	465	471	10	8	4	28	17	15	41	54	63	21	20	18
Students with Disabilities	25	211	9588	100	99	88	406	391	416	20	47	30	56	29	32	16	22	34	8	2	5
Students without Disabilities	151	1581	69850	97	100	100	443	445	456	9	9	7	34	30	23	48	53	59	9	8	12
Limited English Proficient Students	48	877	13856	96	99	96	410	416	407	21	20	27	60	42	43	15	36	29	4	2	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	147	1552	38685	94	98	97	434	436	435	11	13	14	40	32	32	42	50	50	7	6	5
Non-Economically Disadvantaged	29	240	40753	100	100	99	459	455	467	7	14	5	24	19	16	48	50	62	21	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	1792	79971	98	100	99	425	415	423	4	9	8	43	45	41	50	43	49	2	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	885	38974	96	99	99	440	427	437	2	6	5	37	39	33	58	52	57	3	3	4
Male	77	903	40895	100	100	98	405	404	410	8	11	10	52	52	47	39	35	41	1	2	2
African American	29	118	4203	100	100	99	437	419	411	NA	10	11	41	36	45	59	53	43	NA	1	2
Hispanic	108	1405	34481	98	100	99	417	413	410	6	9	10	46	47	46	47	42	43	1	2	1
Asian/Pacific Islander	NC	46	2067	NC	98	99	NC	423	449	NC	11	4	NC	39	28	NC	41	60	NC	9	8
American Indian/Alaskan Native	NC	53	3995	NC	95	96	NC	412	409	NC	4	10	NC	60	47	NC	36	42	NC	NA	1
White	29	167	35150	97	98	99	438	430	437	7	8	5	34	34	35	48	51	56	10	7	5
Students with Disabilities	25	213	10258	100	100	94	387	359	377	8	25	23	64	53	51	24	20	25	4	2	1
Students without Disabilities	153	1579	69713	98	100	100	430	422	429	4	7	5	40	44	39	54	46	52	2	3	3
Limited English Proficient Students	48	876	13985	96	99	97	397	393	382	8	13	18	65	55	54	25	31	27	2	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	149	1550	38994	96	97	98	423	413	409	4	9	10	47	47	47	46	42	41	3	2	1
Non-Economically Disadvantaged	29	242	40977	100	100	100	436	428	437	7	10	5	24	33	34	69	52	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	60	NA	58	98	46	38	47	99	41	35	46
	Language	95	68	58	50	98	56	49	47	99	48	50	48
	Mathematics	98	79	74	64	99	53	48	50	99	43	44	52
3	Reading	90	51	NA	55	100	38	36	44	96	34	35	46
	Language	95	61	66	61	100	43	39	44	97	43	39	46
	Mathematics	94	64	66	61	100	45	46	51	96	43	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent Participation in Academics
- ü Business/School Partnerships
- ü Community Activities
- ü Parent/Educator Relations
- ü Parent Involvement Academics
- ü School/Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	6	7	0	0
10 or more years	5	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü School-based Health Center
- ü Parent Volunteer Room

Extracurricular Activities

- ü Rise & Read Club
- ü Success For All Informational Night
- ü Evening Library Activities
- ü P.A.R.T.S. (Parents in Active
- ü VIP Club
- ü Relationship with Teachers to Support
- ü After School Tutoring
- ü the Standards)

Social Services

- ü Before/After School Child Care
- ü CUTS -Court Unified Truancy Suppression
- ü School-based Health Centers
- ü Market Days
- ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The K-3 Success For All Reading Program has been effectively implemented. Students are gaining in their reading skills and showing achievement growth through the SFA assessment program.
- ü Use ongoing data analysis to address individual academic needs.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safety assemblies are held for all grade levels. The campus is secured with locked gates and a visitor pass system. The Discipline Plan outlined in the Parent-Student Handbook is enforced in a fair and consistent manner.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Elizabeth Hargrove	(623) 842-3889
Transportation Policy	Elizabeth Hargrove	(623) 842-3889
Community Resources	Elizabeth Hargrove	(623) 842-3889
School Nutrition Programs	Cafeteria Manager	(623) 842-3889
Parent Organization	PTO President	(623) 842-3889
Student Health/Nurse	Health Assistant	(623) 842-3889

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 727 Copies = \$212.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.